

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

Exploring Work Ethics

**Practical Problem**

What should be done about developing a good work ethic?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, *Get Connected to Families First, Student Body, FACTS, CD-Rom*, Reston, VA, 2002, FCCLA, Inc.

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State University, 1996. Vocational Instructional Materials Laboratory

**Background Information for this Lesson**

Career and Family Leadership, Content Module 4

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

E2 Examine work ethics (Analysis)

**Missouri Show-Me Goals/Standards Addressed**

2.3 Exchange information, questions, and ideas while recognizing the perspectives of others

4.1 Explain reasoning and identify information used to support decision

CA6 Participation in formal and informal presentations and discussions of issues and ideas

**National Family and Consumer Sciences Standards Addressed**

13.6.4 Demonstrate ethical behavior in family, workplace, and community settings

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. Define work ethics. (Knowledge)
2. Identify appropriate work ethics. (Application)
3. Distinguish between ethical and unethical work behavior. (Analysis)

## Instructional Strategies

### 1. Define work ethics. (Knowledge)

Work ethic is the term used to explain an individual's or family's attitude about work. Have students write this definition on their think pad.

### 2. Identify appropriate work ethics. (Application)

Working in a small group, imagine that you are the employer. On static paper, make a list of work ethic characteristics that you want your employees to have to insure the success of your company. Rotate groups to each list. Each group should use a different color marker.

Write each ethical work characteristic on a piece of paper. List each characteristic only once. Each student should hold a piece of paper with a characteristic on it. Form a continuum across the room with the positive ethic characteristics on your paper in the order of importance. Put the most important characteristic on the right. Do this without talking. When everyone is in place discuss the reason for your placement. After discussion, redo the continuum. (Critical Thinking, Cooperation)

### Questions for Discussion/Formative Assessment

1. *How difficult was it to come up with a list of work ethics characteristics?*
2. *What did you think about to help you identify ethical work characteristics?*
3. *How difficult was it to place the characteristics in the order of importance?*
4. *What part did cooperation play in forming the continuum?*
5. *How did the discussion influence your thinking?*
6. *How was critical thinking used as a part of the discussion?*
7. *Which of these work ethics apply to school? Family?*
8. *How do you use these work ethics to help you?*

### 3. Distinguish between ethical and unethical work behavior. (Analysis)

Imagine that you have just been appointed a judge of ethics regarding nutritional choices. In each situation, determine whether the behavior is ethical. Share your responses with the class and list criteria for ethical behavior. Determine which represent ethical behavior. Change the following situations to make each ethical. Jot down on your think pad the rationalization for the behavior or provide justification for not behaving in this way. Share with the class why you consider the situation behavior ethical or unethical.

- (a) Sally works at a fast food restaurant. A drive-through customer orders a Big Burger, fries, and cola. Sally drops the sandwich on the floor, but no one sees it happen. After considering all her choices, Sally decides to wrap the sandwich and give it to the customer.
- (b) Ellen is shopping at the grocery store. Without giving it much thought, she takes a handful of grapes and eats them as she shops.
- (c) Sue and Sandy are going out to lunch. Sue gets the salad buffet, and Sandy orders a sandwich. After Sandy finishes her sandwich, Sue goes to the salad bar and gets dessert for both. Sue knows how much Sandy loves dessert.
- (d) Ed has a heart problem and his doctor has him on a very restricted diet. After trying the diet for several weeks, he is irritable and feels silly about having to request special foods. After careful thought, Ed decides it's his life and his body, and he will eat what he wants despite his family's objections.

Using the list of ethical work characteristics developed in Instructional Strategy #2; identify which ethical characteristics were not followed/used in each situation.

Select one of the ethical work characteristics identified and develop a report, brochure, illustration, skit, poem, collage or other product that reflects how you have used that characteristic at school, at home, at work. Use the computer as a part of your product development. Share your product with other students. Use the “Brochure Assessment” p. 109 (*Alternative Assessment*) for information on assessing the product. (Technology, Leadership, Communication, Management)

#### *Questions for Discussion/Formative Assessment*

- 1. Why should you be concerned about making ethical choices with regard work?*
- 2. Are we obligated to be ethical? Why or why not? Are we obligated to help others to be ethical? Why or why not?*
- 3. Is it difficult to make ethical choices? Why or why not?*
- 4. Can there be more than one ethical solution to a given problem? Why or why not?*
- 5. How did technology help to make your product more creative?*
- 6. What communication skills did you use to get your message across in your product?*
- 7. How could you use leadership to share your product with others?*

#### **Assessments**

##### Pencil/Paper:

1. Define work ethics and list appropriate work ethics. (Knowledge)
2. Given a situation, distinguish between ethical and unethical work behavior. (Analysis)

##### Classroom Experience:

1. Organize work ethic characteristics developed in Instructional Strategy #2 in order of importance and give a reason for the order. (Application)

##### Application to Real Life:

1. Develop a report, brochure, illustration, skit, poem, collage or other product that reflects how you have used an ethical work characteristic at school, at home, or at work. Use the Brochure Assessment, p. 109, *Alternative Assessment*, as a reference to develop a scoring guide with appropriate criteria for evaluating your work.